Using AAC to Communicate About a Book| English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this self-contained lower elementary classroom, a student uses an augmentative and alternative communication (AAC) device to communicate with the teacher about a self-selected alphabet book. The teacher and the student work together to navigate through the communication system. The student starts by turning the pages back to a page he wants and the teacher helps support his efforts in getting to the desired page. The teacher notices his finger on a word at the top of the page (this is easy to miss if you are not looking for it) and then together they locate the page that helps him communicate about and explore alphabet letters. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

What is the primary area of ELA instruction addressed in this video?

Speaking and Listening

What others areas of ELA instruction that are also addressed in this video?

Language

Does the video include a student who uses AAC?

Yes

Does the video include any examples of an adult modeling the use of AAC?

Yes

Which best describes the context for the instruction?

Self-contained setting

The video includes one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?

Communication Impairments

What are the primary Essential Elements that are linked to the video?

EE.SL.K.1.a Participate in conversations with others. Communicate directly with supportive adults or peers.

What additional Essential Elements can be linked to the video?

- EE.RF.K.4 Engage in purposeful shared reading of familiar text.
- EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.
- EE.L.K.1.a Demonstrate emerging understanding of letter and word use. With guidance and support, distinguish between letters and other symbols or shapes.

What other grade level Essential Elements can this teaching strategy be used?

- EE.RF.1.3.a Demonstrate emerging letter and word identification skills. Identify upper case letters of the alphabet.
- EE.RF.1.4.a Begin to attend to words in print. Engage in sustained, independent study of books.
- EE.SL.1.1.a Participate in conversations with adults. Engage in multiple-turn exchanges with supportive adults.
- EE.RF.2.3.a Demonstrate emerging use of letter-sound knowledge to read words. Identify the lower case letters of the alphabet.
- EE.SL.2.1.a Participate in conversations with adults. Engage in multiple-turn exchanges with supportive adults.
- EE.SL.3.1.a Engage in collaborative discussions. Engage in collaborative interactions about texts.
- EE.L.3.3.a Use language to achieve desired outcomes when communicating. Use language to make simple requests, comment, or share information.
- EE.L.4.3.c Use language to achieve desired outcomes when communicating. Communicate effectively with peers and adults.

What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?

- Supporting Participation in Discussion

- Speaking and Listening

What other resources can be linked to the video to learn more about the instruction?

- Tar Heel Reader Alphabet Books: http://tarheelreader.org/find/?search=&category=Alph&reviewed=R&audience=E&language=en&page=1
- Project Core: http://www.project-core.com/
- Information about PODD Communication Book the student is using in the video: http://www.spectronics.com.au/product/pragmatic-organisation-dynamic-display-podd-communication-books-direct-access-templates
- Using Aided Language: http://praacticalaac.org/strategy/using-aided-language-input-to-build-communication-opportunities/